

Chapter 4

Hybridization–Based Courses Consolidated through LMS and PLE Leading to a New Co–Creation of Learning: Changing All Actors’ Behavior for Efficiency

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ABSTRACT

Over the last two decades the evolution of IT has sped up in such a way that teaching practices and learning methods have evolved. On the first hand, the motivation relies on a quick access to data for learners attending a course or during sandwich courses. On the second hand, a greater access to contents leads to a new relation between trainees and trainers (a new attitude enforced by specific pedagogy for Continuous Vocational Training). Despite some drawbacks and the generated new behaviors of the digital generation, the internet connection speed, the new devices and tools (LMS) undoubtedly stress the integration of ICT in the training model. The challenge for accessibility, good education and collective work benefits the development of innovative solutions; enforced by the Higher Education framework in Europe. But even if funds are directed for techniques, only a few efforts are given to help a new posture for trainers.

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INTRODUCTION

At the University, training is performed but also designed and managed by the skilled workforce composed by professors and Senior Lecturers (teacher-researchers); whom we refer to as trainers in the following. They teach, do tutoring and guide trainees, develop research work in specific fields but also have other responsibilities in the organization. They do management and, therefore, are the ones stressing and supporting the creation of new pedagogical tools to improve the skills of trainees; due to this specificity, they are the ones who develop and use such innovative pedagogical devices in the complex environment of Higher Education (HE); putting into practice what we call hybridization-based courses combining blended learning with other means. In the following, first the background of HE is introduced. Secondly, a focus is put on the impact of current evolutions (context, public, ICT, society...) on the stakeholders. Thirdly, a survey on training and learning is given to help understanding of the added value of the innovative pedagogical device called *ONAAG (Digital Support for Guided Self-Learning)* which is presented later. It is the result from a strategy-based experience whose core and motivation rely on the hybridization of means in the framework of a flipped classroom; for better knowledge acquisition, ability to learn and higher level of cooperation between actors in a group. A feedback is given on the project management aspect; customer focus (quality, efficiency). The device itself and the use of it by the trainer are presented with the results obtained with two groups (learners and apprentices). Finally, stress is put on the usefulness of the device for a higher involvement of all actors (trainers and trainees) and a better transfer of competences; new paradigm of actors, new use of ICT, identifying levers through a progressive process of learning and virtuous circle of development. In the conclusion, the experience is put into the perspective of the social commitment of the training offer.

CONTEXT FOR HIGHER EDUCATION PROVIDERS

European Background

The Bologna process marked the outset of the construction of the European Higher Education Area set for 2010. During this decade the creation of the European Credit Transfer and Accumulation System (ECTS) by European Community led to a tremendous change in the organization of European HE providers; their challenge was to improve their operations for readability, trade and mutual recognition. The creation of the European Network of Quality Assurance in 2003 and the registration of the agencies that respect the European Standards and Guidelines reveal European pressure to change the perspective of framework for good education with return on investment, respect of accessibility, level of cooperation between stakeholders, ability to improve in all domains that influence performances. The consequence is, on the first hand, the introduction of quality management by HE Providers; a strategy enforced by agencies like the High Council of the Evaluation of Research and Higher Education in France (which links training and research) in consistency with ISO 9001:2008 and soon 9001:2015 (Nuninger & Châtelet, 2015). On the other hand, the development of ICT has started to be consistent with the European Accessibility Act (2011) and the Equality Challenge Unit for HE as a reply to the challenge of the United Nations (art. 24, since 2006). The quick developments of IT tools and the increasing number of new media to access contents are providing new opportunities for trainers based on a new use of time in the classroom and outside the classroom.

Training is a Personal Development Opportunity

Currently, knowledge is widespread due to the tremendous development of ICT (quick access

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